

# Overview of Proposed Performance Index Framework\*

Shaded areas are not  
evaluated in 2013

	Index 1: Student Achievement	Index 2: Student Progress	Index 3: Closing Performance Gaps	Index 4: Postsecondary Readiness
Features of Index	<p><b>STAAR Satisfactory Performance</b></p> <ul style="list-style-type: none"> <li>• All Students Only</li> <li>• Combined over All Subject Areas</li> <li>• Credit given for meeting phase-in Level II performance standard on: <ul style="list-style-type: none"> <li>• STAAR Grades 3-8 English and Spanish for assessments administered in the spring;</li> <li>• EOC for assessments administered in the spring and the previous fall and summer;</li> <li>• STAAR Grades 3-8 and EOC Modified and Alternate;</li> <li>• STAAR L (linguistically accommodated) based on the ATAC ELL Workgroup recommendations; and,</li> <li>• TAKS Grade 11 results at Met Standard performance standard (2013 only).</li> </ul> </li> </ul>	<p><b>Student Progress to Satisfactory or Advanced Performance Levels</b></p> <ul style="list-style-type: none"> <li>• Ten Student Groups Evaluated: <ul style="list-style-type: none"> <li>• All Students</li> <li>• Each Race/Ethnicity: <ul style="list-style-type: none"> <li><input type="checkbox"/> African American</li> <li><input type="checkbox"/> American Indian</li> <li><input type="checkbox"/> Asian</li> <li><input type="checkbox"/> Hispanic</li> <li><input type="checkbox"/> Pacific Islander</li> <li><input type="checkbox"/> White</li> <li><input type="checkbox"/> Two or More Races</li> </ul> </li> <li>• Students with Disabilities</li> <li>• English Language Learners (ELLs)</li> </ul> </li> <li>• By Subject Area (Reading, Math, and Writing for available grades)</li> <li>• Same assessments used in Index 1 where student progress measures are available</li> <li>• Credit based on weighted performance: <ul style="list-style-type: none"> <li>• One point credit given for each percentage of students at the Met growth expectations level</li> <li>• Two point credit given for each percentage of students at the Exceeded growth expectations level</li> </ul> </li> </ul>	<p><b>Achievement Gaps Measured for Satisfactory and Advanced Levels</b></p> <ul style="list-style-type: none"> <li>• All Economically Disadvantaged Students and Two Lowest Performing Racial/Ethnic Groups based on the Index 1 student achievement indicator reported in the prior year</li> <li>• By Subject Area (Reading/ELA, Mathematics, Writing, Science, and Social Studies)</li> <li>• Same Assessments Used in Index 1</li> <li>• Credit based on weighted performance: <ul style="list-style-type: none"> <li>• One point credit given for each percentage of students meeting the phase-in Level II performance standard</li> <li>• Two point credit given for each percentage of students meeting the final Level III Advanced performance standard</li> </ul> </li> </ul>	<p><b>Measures of Postsecondary Readiness</b> Credit based on average of two postsecondary indicators:</p> <ol style="list-style-type: none"> <li>1) STAAR postsecondary readiness standard (final Level II) and</li> <li>2) high school graduation rates and diploma plans</li> </ol> <p><b>STAAR Postsecondary Readiness</b></p> <ul style="list-style-type: none"> <li>• Eight Student Groups Evaluated: All Students and each Race/Ethnicity</li> <li>• Combined over All Subject Areas</li> <li>• Credit given for meeting postsecondary readiness standard (final Level II) on one or more tests</li> </ul> <p><b>High School Graduation</b></p> <ul style="list-style-type: none"> <li>• Four-year Graduation Rate or Five-year Graduation Rate (or Annual Dropout Rate if no graduation rate)</li> <li>• Ten Student Groups Evaluated: All Students, each Race/Ethnicity, Students with Disabilities, and ELLs</li> <li>• Percent Recommended or Advanced High School Program Plan (RHSP/AHSP) Graduates</li> <li>• Eight Student Groups Evaluated: All Students and each Race/Ethnicity</li> </ul> <p>Career and Technical Education Indicators TBD (2015 and Beyond)</p>
Additional Evaluations	<p><b>Apply Safeguards to Specific Performance Indexes, as needed:</b></p> <ul style="list-style-type: none"> <li>• Report performance by student group, performance level, subject, and grade;</li> <li>• Implement interventions focused on specific areas of weak performance;</li> <li>• Implement interventions based on minimum participation rate targets; and,</li> <li>• Implement interventions for excessive use of STAAR Modified and STAAR Alternate.</li> </ul>		<p><b>Academic Achievement Distinctions in Reading/ELA and Mathematics</b></p> <p>Campuses earn distinctions for outstanding academic achievement on indicators, such as SAT/ACT participation/performance, AP/IB participation/performance, Advanced (Level III) Performance on STAAR, Advanced/Dual Enrollment Course Completion, and Attendance Rates.</p>	

\* Additional features, such as Required Improvement and three-year averaging, are incorporated when applicable.